| **GLOBAL AWARENESS Continuum of Implementation** | | | | | |
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| **Indicator** | **No Implementation** | **Limited Implementation** | **Emerging Implementation** | **Significant**  **Implementation** | **Exemplary Implementation** |
| Global KNOWLEDGE = *Knowledge* of other world regions, cultures, and global/international issues | * Teachers never address global perspectives in lessons or use as part of instruction. * Students lack basic knowledge regarding other world regions, cultures, ethnicities. | * Teachers rarely address global perspectives or present a global context during instruction. * Students have some basic knowledge regarding other world regions’ political ideology and a limited frame of reference regarding current world events. | * Teachers occasionally reference world perspectives but references are generally too generic and address one single region/nation/culture/ethnicity. * Students have knowledge regarding a particular world region/nation/culture/ ethnicity but lack a systemic understanding of global issues. Generalizations frequently occur. | * Teachers infuse global perspectives and contributions frequently in specific disciplines (Social Studies, World Languages). * Students have adequate knowledge of differences and similarities in world regions/nations/cultures/ ethnicities in specific disciplines. | * Teachers infuse global perspectives and contributions frequently into all disciplines and at all grade levels. * Students have in-depth knowledge of differences, similarities, conflicts and connections in world regions, cultures, and ethnicities across all disciplines. |
| Global SKILLS=  Communicating in other languages | * World Language Teachers maintain a direct instruction and exclusively grammar-driven classroom model. The target language is not utilized for instruction and the focus if placed upon learning about languages versus using language. * Students have minimal access to study world languages. Those that take world language can only complete grammar-drill exercises outside of a context. No opportunities exist for real communication. | * World Language Teachers mostly employ a direct instruction and grammar-driven classroom model. The target language is seldom utilized for instruction and the focus if placed upon learning about languages versus using language. * Students complete grammar-drill exercises with some contextualization. Opportunities for communicating in the target language are limited. | * World Language Teachers employ a grammar-driven classroom model that is contextualized for the purpose of communication. The target language is occasionally utilized for instruction. * Students mostly complete grammar exercises and engage in limited contextualized communicative exercises. The goal of interacting with native speakers is intended for future opportunities. | * World Language Teachers frequently maintain a student-centered classroom with a focus on meaningful communication. Teachers mostly utilize the target language for instruction and employ numerous tools including visuals, gestures, manipulatives and realia in order to facilitate language acquisition for students. * Students periodically apply interpretive, interpersonal and presentational modes of communication in order to address performance –based tasks and potentially interact with native speakers. | * World Language Teachers maintain a student-centered classroom that is completely communicative based. Teachers exclusively utilize the target language for instruction and employ a variety of tools to facilitate language acquisition for students. * Students apply interpretive, interpersonal and presentational modes of communication in order to address authentic real world tasks and interact with native speakers of the target language. |
| Global SKILLS=  Using information from different sources around the world | * Teachers never access and use information from different international sources around the world. * Students are unable to access information from different international sources because they lack basic awareness. | * Teachers rarely access and use information from different international sources around the world. * Students rarely access information from different international sources. They have awareness but are unable to effectively access it. | * Teachers occasionally access, use and share information from different international sources around the world with students. * Students occasionally access information from different international sources. They are able to access and use information but lack the ability to validate or verify sources. | * Teachers model the process for accessing information from different international sources and how to effectively use them. * Students frequently and appropriately access and use information from different international sources. They are able to distinguish between valid and invalid sources and justify their choices. | * Teachers create meaningful opportunities and expect students to use and apply information from different international sources. * Students consistently provide evidence of exhaustive research and application from a variety of different international sources. They can critically analyze the validity and appropriateness of sources. |
| Global SKILLS= Working in global or cross-cultural environments | * Teachers utilize basic textbook materials and present the material without real-life connections to the international community. * Students have no experience interacting with the international community | * Teachers incorporate some outside resources with textbook materials to reference the international community. Instruction is delivered rather than interactive. * Students rarely connect or communicate with the international community. They have awareness but are unable to effectively connect with it. | * Teachers coordinate one or more specific cross-cultural connections. However, connections generally address one single culture. * Students interact with individuals from a specific group within the international community. Generalizations may occur. | * Teachers facilitate reciprocal cross-cultural connections, however connections are limited to specific disciplines (Social Studies, World Languages, context.) * Students interact and collaborate within specific disciplines with the international community. Students are able to recognize stereotypes and generalizations. | * Teachers regularly facilitate inter-disciplinary cross-cultural connections across multiple con-tent areas (e.g. in-viting international guest speakers, arranging e-pals for students, designing project-based learning activities with international collaborations, international exchanges) * Students are active participants in the international community and are engaged in problem-solving to address relevant, real-world, and real-time concerns. |
| Global DISPOSITION=  Demonstrating respect and concern for global community | * Teachers do not recognize civic responsibility for the global community. * Students are unaware of their civic responsibility. | * Teachers have limited recognition of civic responsibility for the global community and are sympathetic toward some world events. * Students recognize civic responsibility on a local level but are unable to connect to broader world events. | * Teachers share the concept of civic responsibility for the global community and attempt to positively impact the outcome of current catastrophic events. * Students recognize civic responsibility and are sympathetic toward catastrophic world events. | * Teachers model civic responsibility for the global community. They attempt to positively impact outcomes by monitoring and influencing specific world issues. * Students engage in civic responsibility by monitoring and influencing the outcomes of specific world issues. | * Teachers foster civic responsibility for the global community and provide opportunities for ongoing, meaningful student engagement that impact world issues. * Students embrace life-long civic responsibility to impact world issues as members of the global community. |